Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT TUACAHN HIGH SCHOOL OF THE PERFORMING ARTS June 13, 2006

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Tuacahn High School of the Performing Arts on March 28, 2006, included student record review, interviews with school administrators, teachers, parents, and students. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from in Tuacahn High School of the Performing Arts and members of the Steering Committee.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Parents and staff members became aware of the special education program at Tuacahn High School.
- Parents and staff members were able to reflect and voice opinions of what needs they felt needed addressed in special education.
- Tuacahn High school has started a special education program and hired a special education teacher this school year.
- Up to date forms are being used in the special education files.
- The school provides after school supports to assist all students in making up work.
- Tuacahn administration is expressing a desire to be in compliance with IDEA and Utah State Office of Education special education requirements.
- Records of Access were present in special education files.
- Tuacahn High School provided teacher in-service on the special education process to its staff.

Parent Involvement

- Parents felt their students were receiving individual attention in small class sizes.
- Parent signatures were present on IEPs.
- Parents report that the school staff treat their students as individuals.
- Parents reported receiving copies of IEPs and Evaluation Summary Reports. File reviews corroborated documentation of copies of IEPs to parents.
- Students attribute their learning to their special education services.
- Interviews with schools staff showed that parent involvement is important to the school.

Free Appropriate Public Education in the Least Restrictive Environment

- Students with disabilities are participating in all school related activities relating to the arts of their choice.
- Initial services began as soon as possible following the IEP meeting.
- Placement starts in the general education classroom with consultation with special education teacher.
- IEPs were current and present in all files.
- An observation in 1 general education classroom showed an advanced organizer, review of the concept, summary, fast pace, visual cues, and accommodations.

Transitions

• Tuacahn High School provides training in the performing arts and one of the best equipped K-12 computer labs in the state of Utah.

- Students of transition age are invited to and participating in IEP meetings.
- Student input is considered and documented when developing the transition plan.
- Transition plans included in special education files, when appropriate.

Disproportionality

 Tuacahn High School reported 0 suspension/expulsions for longer than 10 days during the 2004-2005 school year.

Areas of Systemic Noncompliance*

- ✓ Pre-Referral Interventions form did not document at least 2 classroom interventions implemented before referral; Pre-Referral Interventions form did not document at least 2 classroom interventions failed, with supporting data.
- ✓ Off-Site Data not all submitted/in compliance: child find, IEE. and evaluation materials.
- ✓ Copies to parents of Review of Existing Evaluation Data form not documented.
- ▼ Notice of Meeting for IEP, Placement, and Eligibility meetings missing or incomplete.
- ✓ Evaluation Procedures not followed: review of existing evaluation form was missing; SLD classification did not include a confirmation of each identified deficit by at least 2 measures.
- ✓ IEP: PLAAFP statements did not include baseline data; did not include positive behavioral interventions to address the behavior of a student whose behavior impedes learning; did not include specific special education services; goals did not address all areas of need.
- ▼ Timelines for IEP and Placement review/revision exceeded.
- ✓ Transition plans did not include evidence of age appropriate transition assessments; PLAAFP statements did not address transition strengths and needs; based on transition assessment results, the IEP did not contain measurable goals in the areas of training, post-secondary education, employment, and independent living skills.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.